

Teacher(s): Bec Eastman, Darci Kelly, Bek Kordas, Nick Maniatis

Faculty: English

Unit Duration: Semester 2, 2026

The **Australian Curriculum Achievement Standards** in English focus on developing students' **knowledge, understanding** and **skills** in listening, reading, viewing, speaking, writing and creating. The Achievement Standard describes a broad sequence of expected learning that students will undertake across the whole year.

Australian Curriculum Achievement Standard: By the end of Year 9, students interact with others, and listen to and create spoken and multimodal texts including literary texts. With a range of purposes and for audiences, they discuss and expand on ideas, shaping meaning and providing substantiation. They select and experiment with text structures to organise and develop ideas. They select and experiment with language features including literary devices, and experiment with multimodal features and features of voice.

They read, view and comprehend a range of texts created to inform, influence and/or engage audiences. They analyse representations of people, places, events and concepts, and how texts respond to contexts. They analyse the aesthetic qualities of texts. They analyse the effects of text structures, and language features including literary devices, intertextual references, and multimodal features.

They create written and multimodal texts, including literary texts, for a range of purposes and audiences, expressing and expanding ideas, shaping meaning and providing substantiation. They select and experiment with text structures to organise, develop and link ideas. They select and experiment with language features including literary devices, and experiment with multimodal features.

Unit Description: Term 3: Romeo and Juliet (Introduction to Shakespeare)

Shakespeare lived and died over 400 years ago. His language is archaic and sometimes hard to understand. So, *why* do we all still study him? Firstly, he wrote a great deal and is considered one of the greatest writers in the English language. He also helped shape the English language. During Shakespeare's lifetime, English grammar, spelling, and pronunciation were not as standardised as they are today. The ways in which he used language helped to set a standard for the way language is used. Shakespeare's stories are often interesting because of their complexity - it isn't always clear who is to blame for the events that unfold.

During this unit of work, we will be introduced to Shakespeare through his play *Romeo and Juliet*. We will build familiarity with Shakespeare's language, style, and form through our exploration of this script. Students will draw a conclusion on who is to blame through analysis of characters, relationships, and events. Students will develop an argument to support their conclusion and present their ideas through spoken and written responses.

Term 4: Analysing Poetry Over the term, students will explore and analyse how themes are expressed and represented through different poetic devices, different forms of poetry, and by different poets. This unit will focus on vocabulary and how this is used within metaphors and other types of figurative language. Students will analyse and compare poetry, create and produce their own original pieces, and present to the class their in-depth analysis of a well-known poem.

This unit may contain topics which raise concerns with families in our community. Please contact the class teacher if you have any specific concerns.

Essential Learning Outcomes developed from the Achievement Standards of the Australian Curriculum:

1. *With a range of purposes and for audiences, discusses and expands on ideas, shaping meaning and providing substantiation [V9.E.9.02]*
2. *Analyses representations of people, places, events and concepts, and how texts respond to contexts [V9.E.9.06]*
3. *Creates written and multimodal texts, including literary texts, for a range of purposes and audiences, expressing and expanding ideas, shaping meaning and providing substantiation [V9.E.9.09]*
4. *Selects and experiments with text structures to organise, develop and link ideas when writing and creating [V9.E.9.10]*
5. *Analyses the effects of text structures, and language features including literary devices, intertextual references, and multimodal features [V9.E.9.08]*

Materials and Equipment Required: Students are expected to arrive at every class with a class book/folder to write notes for that subject, a writing instrument and a Chromebook or similar, appropriate electronic device. Students are required to provide the following additional materials and equipment: Class text available for borrowing from school library

Absences from Class: Students who miss classes due to absence or excursions must negotiate with the class teacher to catch up missed work.

Use of IT in Class: A Google Classroom has been set up for this class. Students will be required to log into this Google Classroom regularly to access course material. Students must bring their Chromebook to all lessons, however, the use of these devices in class will be at the discretion of the teacher.

Homework: Any homework will be directly related to instruction and course requirements, will be assessed appropriately and may impact upon student grades. Examples of homework may include; catch up on missed classwork, revision of classwork, study for tests, assignment work, or preparation for a class presentation.

Late Work: Extensions may be negotiated with individual teachers before the due date

Plagiarism: Plagiarism is copying or using another's work and claiming it as your own. This includes copying, cutting and pasting text or using ideas directly from a text, the internet or some other source without appropriate referencing. The use of Generative AI to produce your work, or edit it so that it no longer reflects your work, is a form of plagiarism. If this happens, work may not be graded and students will be asked to discuss the assessment with the classroom teacher and Executive Teacher for that subject. If a teacher suspects a student may have plagiarised their work they may choose to assess the student in an alternative way, such as verbally or under test conditions. Parents may be contacted as part of this process.

Assessment Portfolio: This contains evidence of work from the opportunities the students have been provided to demonstrate elements of the achievement standard.

Portfolio Assessment Tasks for this subject will include:	Week / Date Due	Essential Learning
1. Courtroom task	T3 Wks 6-7	1,2
2. Analytical Essay	T3 Wk 9	2, 3, 4
3. Poetry analysis	T4 Wk 5-7	2, 3, 6
4. In class assessments, class discussions and classwork	Ongoing	1, 2, 3, 4, 6

A-E Reporting Grade Descriptors These are the grades and grade descriptors for reporting at the end of each Semester.

A	Demonstrating excellent achievement of what is expected (Consistently achieving a proficiency level of 4 or above in each of the Essential Learnings)
B	Demonstrating a high achievement of what is expected (Consistently achieving a proficiency level of between 3 and 4 in each of the Essential Learnings)
C	Demonstrating satisfactory achievement of what is expected (Achieving a proficiency level of 3 across the Essential Learnings)
D	Demonstrating partial achievement of what is expected (Achieving a proficiency of between 1 and 3 across the Essential Learnings)
E	Demonstrating limited achievement of what is expected (Achieving a proficiency of 1 or less in each of the Essential Learnings)

S **Status** is awarded where unavoidable circumstances have prevented assessment. Must be negotiated with the Principal.

Grade Descriptors and the "C" grade

In ACT public schools the Australian Curriculum Achievement Standard is aligned with a 'C' grade. The 'C' grade indicates that your child has demonstrated a satisfactory level of knowledge, understanding and skill in relation to the Achievement Standard.

Appeals

A student must initiate an appeal for any grade with their subject teacher. If a student is dissatisfied with that initial process, they must pursue further appeal through the Faculty Executive Teacher for that subject.

Executive Teacher

Carol Ellis

31/07/2026